



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2650 W. 20th Street, Yuma, AZ 85364

Crane Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Performing Plus  
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Rich Skuletich  
Schedule : 07:30 AM to 04:30 PM  
Grades : 7-8  
Web Address : [www.craneschools.org](http://www.craneschools.org)  
Phone Number : (928) 373-3300  
Fax Number : (928) 376-7742  
E-mail : [rskuleti@crane.apscc.k12.az.us](mailto:rskuleti@crane.apscc.k12.az.us)

### Mission

Our school is committed to providing learning opportunities for all students. We will teach the standards in a creative and engaging manner. We have created an environment that is safe, orderly and demands high expectations and values from our students. Students are encouraged to become involved in our extra-curricular and after-school programs. We have a student-centered environment which prepares our students for high school and helps them discover and develop a lifelong love of learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Not Met  
2003-04 Not Met

#### School Improvement Status (b)

2005-06 Corrective Action  
2004-05 SI Year 2  
2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü District Goal - Every student shall demonstrate at least a year's growth annually with at least 90 percent of the students meeting or exceeding the Arizona Academic Standards in reading, math, and writing.
- ü Centennial Middle School ELL students will demonstrate one year's growth in reading, language, and math as determined by AIMS test scores.
- ü Centennial Middle School Special Needs students will demonstrate one year's growth in reading, language, and math as determined by AIMS test scores.
- ü All Centennial Middle School students will demonstrate one year's growth in reading, language, and math as determined by AIMS test scores.

### Enrollment

October 1, 2005 School Year Student Enrollment : 538  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 28

## Instructional Programs

- ü Double Dose in Language Arts
- ü Reading Intervention
- ü ELL Instruction for LEP Students
- ü LD and MiMR Special Education Program
- ü Reteach Period
- ü Targeted Math Classes
- ü High School Honors Math Classes
- ü After School Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 4 minutes
First Day of School :	8/8/2005
Last Day of School :	6/15/2006

## Shared Responsibilities

### School

Implement the expectation that "all students will achieve the state standards". Create and maintain an orderly, trusting and caring environment where teaching and learning are exciting. Provide a variety of teaching techniques to accommodate individual learning styles. Present opportunities of intervention for our at-risk ELL and special needs students. All aspects of the school's organization, curricular and co-curricular activities are child centered and designed so all may experience success.

### Parents

Parents are required to send their child to school everyday. Emphasize the importance of: achieving an education, maintaining a positive attitude, developing positive life skills and stressing the importance of good citizenship and relentless effort. Accept all invitations to participate in events at school. Ensure your child's success by reading and discussing the student handbook and making certain your child is prepared to learn and follow school procedures each and every day.

## Transportation Policy

Students are to ride only the bus they are assigned to and from school. They are to follow all bus rules and obey all directions given by the bus driver. Students who walk to school must cross streets at designated areas and obey all directions given by the crosswalk guard. Campus guidelines are developed and must be followed for bikers, skateboarders and rollerbladers. Safety of our students is the number one priority of our school and all rules and guidelines are strictly enforced.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Yuma County Teacher of the Year	2004
ü Yuma County Science Teacher of the Year	2004
ü Southern Yuma County Athletic Association Champions	2004
ü Band Received Superior Rating at National Competition	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	252	682	78546	97	98	97	556	549	543	8	13	15	18	17	18	53	52	52	22	18	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	327	38645	98	98	98	555	553	545	9	11	13	17	15	18	51	54	54	22	20	15
Male	135	354	39792	96	97	97	558	545	542	6	16	17	19	18	17	54	51	50	21	16	15
African American	NC	10	4205	NC	100	97	NC	NA	524	NC	NA	22	NC	NA	22	NC	NA	49	NC	NA	7
Hispanic	156	502	31177	97	98	97	547	544	524	12	16	22	21	18	23	49	50	48	18	16	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	10	4689	NC	91	95	NC	NA	515	NC	NA	28	NC	NA	25	NC	NA	43	NC	NA	4
White	81	153	36450	98	97	97	574	567	563	NA	5	7	12	12	12	57	59	57	31	24	23
Students with Disabilities	24	83	8093	77	86	82	512	489	489	29	48	50	25	30	24	42	20	23	4	1	2
Students without Disabilities	228	599	70453	100	99	100	560	556	549	5	9	11	17	15	17	54	57	56	24	20	16
Limited English Proficient Students	40	151	9323	93	94	94	504	503	491	25	35	47	40	30	28	33	33	24	3	2	1
Migrant Students	10	79	674	100	94	95	NA	534	515	NA	18	28	NA	22	27	NA	51	40	NA	10	5
Economically Disadvantaged	131	439	34694	94	95	96	539	539	524	12	17	23	24	19	23	52	49	48	11	14	7
Non-Economically Disadvantaged	121	243	43852	100	100	99	574	565	559	2	6	10	11	13	13	54	57	56	33	24	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	258	685	79045	99	98	98	523	513	512	6	11	10	18	22	25	67	61	58	9	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	327	38860	99	98	98	529	522	519	6	6	7	15	18	22	67	67	62	12	8	8
Male	140	357	40075	99	98	97	518	504	505	6	15	12	20	25	28	67	56	54	7	5	6
African American	NC	11	4250	NC	100	98	NC	498	500	NC	9	12	NC	27	31	NC	64	54	NC	NA	3
Hispanic	161	504	31314	100	98	98	511	506	493	9	13	16	23	24	34	63	58	48	4	5	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	10	4719	NC	91	96	NC	NA	489	NC	NA	15	NC	NA	39	NC	NA	45	NC	NA	2
White	81	153	36730	98	97	98	546	534	532	NA	3	4	10	14	16	70	69	68	20	13	12
Students with Disabilities	30	86	8552	97	90	87	477	458	463	13	37	35	43	40	40	43	23	23	NA	NA	1
Students without Disabilities	228	599	70493	100	99	100	528	520	517	5	7	7	14	19	24	70	66	62	11	7	8
Limited English Proficient Students	44	152	9355	100	94	95	468	463	456	27	37	37	41	39	48	32	23	15	NA	1	0
Migrant Students	10	79	682	100	94	96	NA	490	480	NA	25	23	NA	25	37	NA	49	39	NA	NA	1
Economically Disadvantaged	135	441	34922	97	96	96	507	503	493	9	14	15	26	26	34	59	56	48	6	5	3
Non-Economically Disadvantaged	123	244	44123	100	100	99	540	529	527	2	5	6	9	15	18	76	70	66	13	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	259	694	79657	100	99	99	594	579	566	0	2	3	2	5	8	93	92	87	4	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	331	39120	100	99	99	603	591	580	NA	1	2	1	3	4	92	94	92	7	2	2
Male	140	362	40423	99	99	98	586	567	553	1	3	5	4	7	12	94	90	83	1	1	1
African American	NC	11	4290	NC	100	99	NC	576	560	NC	NA	4	NC	NA	9	NC	100	86	NC	NA	1
Hispanic	162	514	31642	100	100	99	589	574	552	1	2	5	4	6	11	91	90	84	4	1	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	11	4760	NC	100	97	NC	572	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	81	151	36929	98	96	99	604	595	579	NA	1	2	NA	1	5	96	95	91	4	2	2
Students with Disabilities	30	89	9069	97	93	92	562	533	508	NA	8	11	10	15	30	83	75	58	7	2	1
Students without Disabilities	229	605	70588	100	100	100	597	585	573	0	1	2	1	3	5	95	94	91	3	1	1
Limited English Proficient Students	44	157	9521	100	98	96	556	537	507	2	5	13	7	15	24	89	80	63	2	1	0
Migrant Students	10	82	694	100	98	98	NA	566	546	NA	1	5	NA	7	12	NA	90	82	NA	1	1
Economically Disadvantaged	136	447	35341	98	97	97	583	570	551	NA	2	5	4	7	12	92	90	83	4	1	0
Non-Economically Disadvantaged	123	247	44316	100	100	100	605	595	578	1	2	2	NA	1	5	95	95	90	4	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	276	702	78400	97	98	97	562	549	554	14	21	21	20	23	19	55	48	47	12	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	340	38686	99	98	98	562	545	554	13	22	20	19	25	20	58	46	49	10	6	12
Male	132	362	39636	95	97	96	562	553	554	15	20	23	20	21	18	52	49	46	13	10	13
African American	10	19	4193	100	100	97	NA	542	533	NA	26	32	NA	26	23	NA	47	40	NA	NA	5
Hispanic	167	518	30732	97	98	97	552	541	534	18	25	31	24	25	24	49	44	40	10	6	5
Asian/Pacific Islander	NC	11	1827	NC	92	99	NC	596	594	NC	NA	8	NC	18	12	NC	55	49	NC	27	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	93	150	37038	97	97	97	580	575	575	10	9	11	10	14	14	63	62	56	17	15	19
Students with Disabilities	28	93	7840	78	94	81	509	500	498	43	59	60	36	26	18	18	14	20	4	1	2
Students without Disabilities	248	609	70560	100	98	99	568	556	560	11	15	17	18	22	19	59	53	50	13	9	14
Limited English Proficient Students	47	174	8956	94	97	95	514	508	502	38	47	56	45	32	25	17	21	18	NA	1	1
Migrant Students	18	80	676	95	98	95	525	521	523	28	33	38	39	28	25	33	40	36	NA	NA	1
Economically Disadvantaged	132	427	33014	94	97	95	544	536	534	19	25	31	27	27	24	49	44	40	5	4	5
Non-Economically Disadvantaged	144	275	45386	99	99	99	579	569	569	10	14	15	13	17	15	60	54	52	18	15	18

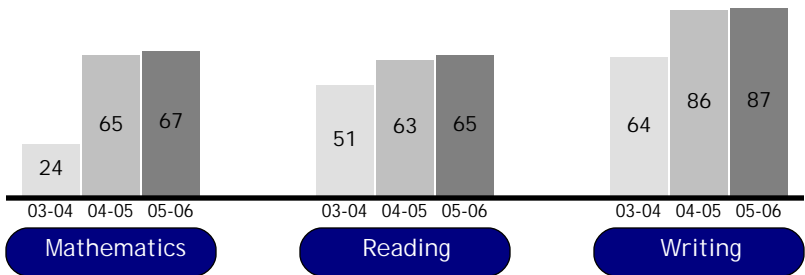
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	283	705	79179	99	98	98	522	516	519	12	12	11	23	28	27	61	57	58	4	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	339	38974	100	98	99	526	518	524	9	9	8	23	30	25	63	57	61	5	3	5
Male	137	366	40124	99	98	97	517	514	513	15	15	13	23	25	28	59	57	54	3	3	4
African American	10	19	4243	100	100	98	NA	532	506	NA	5	14	NA	26	32	NA	68	51	NA	NA	3
Hispanic	172	520	30987	100	98	99	507	507	498	16	15	17	31	33	36	49	49	45	3	3	1
Asian/Pacific Islander	NC	11	1832	NC	92	99	NC	538	543	NC	NA	4	NC	18	17	NC	82	69	NC	NA	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	95	151	37467	99	97	98	545	546	539	4	5	5	9	8	17	81	82	70	5	5	8
Students with Disabilities	35	96	8567	97	97	88	459	460	467	46	44	39	43	44	38	11	13	22	NA	NA	1
Students without Disabilities	248	609	70612	100	98	99	530	524	524	7	7	7	21	25	25	68	64	62	4	3	5
Limited English Proficient Students	49	174	9013	98	97	95	463	469	461	31	29	40	63	56	48	6	16	12	NA	NA	0
Migrant Students	18	78	680	95	95	96	493	493	487	11	14	20	50	40	43	39	45	36	NA	1	1
Economically Disadvantaged	137	428	33345	98	97	96	503	505	499	17	15	17	32	33	36	50	51	46	1	1	1
Non-Economically Disadvantaged	146	277	45834	100	100	99	539	534	533	7	9	7	15	19	19	71	67	67	7	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	284	712	79734	100	99	99	571	567	554	2	2	3	11	12	19	86	85	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	343	39243	100	99	99	582	577	568	1	1	2	7	8	12	90	89	85	3	1	1
Male	138	369	40413	99	99	98	559	559	541	3	3	4	15	16	26	82	81	70	NA	NA	0
African American	10	19	4285	100	100	99	NA	571	548	NA	5	3	NA	11	22	NA	84	74	NA	NA	0
Hispanic	172	525	31254	100	99	99	565	563	539	3	2	5	14	14	25	82	83	70	1	0	0
Asian/Pacific Islander	NC	12	1837	NC	100	99	NC	592	579	NC	NA	1	NC	NA	9	NC	100	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	95	152	37668	99	98	99	580	581	569	NA	NA	1	7	8	13	91	90	85	2	2	1
Students with Disabilities	34	97	8943	94	98	92	509	518	495	9	9	11	35	32	51	53	58	38	3	1	1
Students without Disabilities	250	615	70791	100	99	100	579	574	561	1	1	2	8	9	15	90	89	83	1	1	0
Limited English Proficient Students	49	176	9138	98	98	97	523	528	492	6	5	13	37	30	46	57	65	40	NA	NA	NA
Migrant Students	18	79	687	95	96	97	554	545	528	NA	4	6	22	14	28	78	82	65	NA	NA	NA
Economically Disadvantaged	137	431	33718	98	98	97	560	560	538	1	2	5	15	14	26	82	84	69	1	0	0
Non-Economically Disadvantaged	147	281	46016	100	100	100	581	579	567	2	1	2	7	10	14	89	87	84	2	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	58	NA	54	99	49	46	50	98	61	52	54
	Language	98	65	65	58	99	53	50	52	98	63	54	58
	Mathematics	98	74	74	62	99	54	52	50	95	63	58	54
8	Reading	99	57	NA	55	98	51	46	51	99	58	54	58
	Language	99	61	57	52	98	51	47	50	99	58	52	56
	Mathematics	100	66	64	61	98	55	51	53	97	65	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Centennial Middle School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Implement School and District Goals.
- Ü Support the School Academic Focus.
- Ü Implement the Consolidated Plan.
- Ü Improve School and Community Ties.
- Ü Offer Advice on School Safety.

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	2.50	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	1	0
4 to 6 years	3	3	0	0
7 to 9 years	2	2	0	0
10 or more years	4	5	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	129
Teachers with Emergency Certification.	13
Percent of teachers in the school with Emergency/Provisional Certification	40%
Percent of core classes not taught by Highly Qualified Teachers	17%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Multipurpose Room
- Ü Library
- Ü City Maintained Athletic Fields

### Extracurricular Activities

- Ü Cheerleaders
- Ü 110 Club (Service Club)
- Ü MathCounts/Academic Pentathlon
- Ü Band
- Ü Boys and Girls Athletics
- Ü Student Council
- Ü Forensics Investigation Team
- Ü National Junior Honor Society

### Social Services

- Ü Collaboration with MCAS
- Ü Teacher Training Facilities
- Ü Athletic Fields
- Ü Voting Precinct



Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We made great gains in reading. 7th grade students improved 14% from pre-test to post-test. 8th grade improved 9%. In corrective reading, students made an average of 5.5 fewer mistakes and needed nearly 20 seconds less time to read a passage.
- ü Our girl's soccer, basketball and softball teams were conference champions. Our boy's wrestling team were conference runner-ups. Overall, our school was the Yuma County Athletic Association Runner-Ups for 2004-2005.
- ü Centennial Middle School has been labeled a 'Highly Performing' school for the past two years.
- ü A Centennial Middle School teacher was named the Yuma Wal-Mart Teacher of the Year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Major infractions are dealt with administratively; minor ones by teachers and teams. CTMS follows a progressive discipline policy. We believe that a student's behavior cannot stop a teacher from teaching or disrupt the education of another student. The CTMS school resource officer from YPD enforces City of Yuma, Arizona, and Federal Laws. The number of incidents was generated by a minimal number of students who broke the law. CTMS has had a two year decrease in discipline referrals.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Rich Skuletich	(928) 373-3300
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Rich Skuletich	(928) 373-3300
School Nutrition Programs	Jane Johnson	(928) 373-3480
Parent Organization	Kelly Boyd	(928) 341-8438
Student Health/Nurse	Jessica Mendez	(928) 373-3300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.